Early Career Teacher Series (formerly Teach in the Know): Emerging and Beyond: Engaging English Language Learners

EDUO 9308 2 Semester Credits/Units
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Public Syllabus
Note: This is a Public syllabus of the course. <u>For a fully detailed syllabus, please email the instructor.</u>

Course Overview

1 in every 10 public school students in the United States is learning to speak English. Educators across the country are tasked with promoting language development in content area instruction.

Course Description

This course will focus on the 4 domains that are crucial to establishing a language rich classroom environment. Through a self-guided process of research, implementation and reflection, teachers will explore the methods for effective English learner instruction while expanding their knowledge of ELL approaches to allow for more student success.

Course assignment submission is flexible and on-going throughout the entire 8 week window-- read, plan, implement, and reflect at your own pace.

Course Objectives:

In this course, participants will have opportunity to:

❏ Examine the best practices that allow for students at all proficiency levels to **grow** their language skills
❏ **Connect** learning experiences for English language development to academic instruction
❏ **Cultivate** a language rich classroom environment that meets the needs of a culturally and linguistically diverse student population
❏ Reflect on implementation through the lens of student learning and language development

Course Relation to CCS or other Professional Standards

Early Childhood Generalist Standards
Standard III: Fostering Equity, Fairness and Appreciation for Diversity
Standard VI: Managing the Environment for Development and Learning
Standard VII: Planning for Development and Learning
Standard IX: Reflecting on Teaching Young Children

Middle Childhood Generalist Standards
Standard II: Respect for Diversity
Standard III: Establishing an Environment for Learning
Standard V: Instructional Decision Making
Standard IX: Reflective Practice

How to Submit Sharing of Practices on Moodle:

Each completed sharing of practice in this course is submitted to the instructor for review. Follow directions at the end of each practice on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and S.O.P number (i.e. BrownSOP3. Make sure you place your full name, course number and sharing of practice number at the top of each document page.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

How to Submit Sharing of Practices on FlipGrid:
Some practices will be shared digitally through the app, FlipGrid. All participants must have access to an internet source as well as a mobile or laptop device.

Course Sharing of Practices

Topic	Sharing of Practice (SOP)
Learning the Lingo	**S.O.P. #1: Understanding the Components of English Language Learners** *Objective: By the end of this SOP you will have developed an understanding of the components of English Language Learners and categorized students in your own classroom to inform your instruction.* Use your class roster to categorize your students into the different proficiency levels, using your state specific indicators Fill in initials or student numbers, whatever makes most sense for you to get a big picture idea of where your students are with respect to language development Use language standardized test scores or anecdotal data to help direct your charting-- you know your kids best!

Speaking	**S.O.P. #2: Randomize and Rotate with Total Response** *Objective: By the end of this SOP, you will plan and implement the QSSSA strategy.* Use Seidlitz and Perrymans' Total Response signal and the QSSSA strategy to create a chart to put this practice in place.

	Record a short clip of you implementing the QSSSA in your classroom. Be sure to include a total response signal to tie in the first part of this practice. In the description of the video you upload to FlipGrid, include a brief reflection: How did it go? What did you like about this strategy? What was challenging for you?
Listening	**S.O.P. #3: "I Don't Know" is No More** *Objective: By the end of this SOP, you will create an anchor chart and facilitate a mini lesson that demonstrates understanding of how to hold students accountable for collaborative listening.* In Moodle, download the document called "S.O.P. #3 Resource Page" Read about the practice of holding students accountable to listening and speaking After synthesizing the information, create an anchor chart and plan for a mini lesson to introduce this new strategy Now it's time to go into your class and implement! Take a picture of the anchor chart you co-create with your students during the mini lesson In the description of the picture you upload to FlipGrid, include a brief reflection: How did the mini lesson go? What is one take away you have from the experience?
Reading	**S.O.P. #4: Language Rewards from Reading** *Objective: By the end of this SOP, you will apply one ELL reading strategy during a lesson.* In Moodle, download the document called "S.O.P. #4**A** Resource Page" Identify one new reading strategy from the list and create a plan for how to implement in your classroom tomorrow. Teach the mini lesson (no longer than 7-10 minutes) and practice with your class Write a brief reflection on the lesson: how did it go? What did you like? What might you have done differently? What more support do you need moving forward?

Writing	**S.O.P. #5: From Good to Great Graphic Organizers** *Objective: By the end of this SOP, you will critique a previously used organizer and design an effective graphic organizer for writing.* In Moodle, download the document called "S.O.P. #5 Resource Page" Read about what makes a graphic organizer so effective for language learners: https://www.cultofpedagogy.com/graphic-organizer/
	Select one graphic organizer you have previously used for an in class assignment with your students. Choose one that required students to write (a compare/contrast or planning for writing G.O. is most ideal) and make 2-3 changes. Write a brief reflection on the changes: what did you change? Why? What do you notice about the differences? How might this support language acquisition for your students?
Reflecting	**S.O.P. #6: Final Thoughts** *Objective: By the end of this SOP, you will measure your learning through thoughtful reflection* ● Write 1-2 pages about what you have learned throughout this course.

Course Assessment Rubric

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Course Assessment Rubric

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A **All assignments meet criteria**	B **Most assignments meet the criteria**	**Not Acceptable** **Does not meet criteria** **Resubmit assignments**
Submitted coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	Submitted coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	Submitted coursework is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course objectives.
Reflection responds directly to prompt and demonstrates a connection between course content and experience.	Reflection responds directly to prompt and demonstrates a connection between course content and experience.	Reflection responds with limited reference to the prompt and has minimal connection between course content and experience.
Engages in professional dialogue that demonstrates interest that deepens individual performance.	Engages in professional dialogue that demonstrates interest that deepens individual performance.	Engages in limited professional dialogue that minimally demonstrates interest in improved performance.

- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to http://dominicancaonline.com/Dominican-CA-

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